

# **TITLE I SCHOOL IMPROVEMENT GRANT**

*Grant Award Period: April 15, 2013--September 30, 2015*

**Application Window 1 - Application Draft Due Date: November 15, 2012**

**Final Draft Due Date: December 15, 2012**

**Application Window 2 - Application Draft Due Date: February 15, 2012**

**Final Draft Due Date: March 15, 2012**

## **LEA COVER PAGE**

**NAME OF SCHOOL DISTRICT:** HARDEMAN COUNTY SCHOOLS

**ADDRESS:** 10815 OLD HIGHWAY 64

**CITY, STATE AND ZIP CODE:** BOLIVAR, TN 38008

**AREA CODE/TELEPHONE NUMBER:** (731) 658-2510

**FAX NUMBER:** (731) 658-2061

**DISTRICT GRANT CONTACT PERSON:** DARRELL WOODEN

**POSITION/TITLE:** DIRECTOR OF FEDERAL PROGRAMS

**ADDRESS:** 10815 OLD HIGHWAY 64

**CITY, STATE AND ZIP CODE:** BOLIVAR, TN 38008

**AREA CODE/TELEPHONE NUMBER:** (731) 658-2510

**EMAIL:** [WOODEND@K12TN.NET](mailto:WOODEND@K12TN.NET)

**DATE SUBMITTED:** MARCH 15, 2013

Part II: LEA Application

**Title I School Improvement Funds**  
**School Improvement Grant Application for 1003 (g)**  
**(Coordinated with RTTT and 1003(a) Funds)**

**A. Assurances: An LEA must include the following assurances in its application for a School Improvement Grant.** *(Items 1-4 are federal SIG requirements; items 5-14; Tennessee Department of Education (TDOE) lists other federal and state requirements.)*

The LEA must assure that it will—

- 1) Use its School Improvement Grant to implement fully and effectively an intervention in each Priority school that the LEA commits to serve consistent with the final requirements;
- 2) Establish annual goals for student achievement on Tennessee Department of Education (TDOE) assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority school that it serves with school improvement funds;
- 3) If it implements a restart model in a Priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;
- 4) Report to the TDOE the school-level data required under section III of the final requirements;
- 5) Modify its practices and policies as necessary to enable its schools to implement the interventions fully and effectively;
- 6) Meet the requirement that School Improvement Funds will be used only to supplement and not supplant; federal, state, and local funds a school or school district would otherwise receive;
- 7) Agree to the lower-tier certification covering lobbying and debarment/suspension under 34 CFR Parts 82 and 85;
- 8) Participate in evaluation studies conducted by the U.S. Department of Education, the TDOE and the local school district;
- 9) Complete and submit an end of the year written report to the TDOE documenting the use of these funds and the impact on school improvement;
- 10) Ensure participation of all principals of schools awarded the School Improvement Grant in the TDOE Turnaround Principal Cohort;
- 11) Ensure that principals of schools receiving the School Improvement Grant will be given autonomy over teacher selection;
- 12) Ensure that principals designated to lead SIG schools will have autonomy over staff selection beginning immediately upon receipt of the grant;
- 13) Ensure that schools receiving the School Improvement Grant will meet or exceed 8 to 10 percent gains in math and reading/language arts or be subject to takeover by the state's Achievement School District (ASD);
- 14) The State may retain Section 1003 (a) school improvement funds for direct technical assistance to eligible schools and districts for its statewide system of support as allowed in Section 1003 (b) (2).

|   |  |                                  |
|---|--|----------------------------------|
| <b>Print Name of Director of Schools (or designee):</b><br><b>Warner Ross</b> | <b>Signature of Director of Schools (or designee):</b> | <b>Date</b><br><b>02/14/2013</b> |
| <b>Print Name of Board Chair:</b><br><b>Bobby Henderson, Jr.</b>              | <b>Signature of Board Chair</b>                        | <b>Date</b><br><b>02/14/2013</b> |

Signature of the local education agency's (LEA) Title I director indicate the proposed plan verifies that the application addresses the designated purposes for the use of these School Improvement funds.

The School Improvement funds are appropriately allocated. The proposal is in substantially approvable form. The application will be forwarded to the Office of Federal Programs in Nashville for final approval.

|   |                                      |                                  |
|---|--------------------------------------|----------------------------------|
| <b>Name of School District:</b><br><b>Hardeman County Schools</b> |                                      |                                  |
| <b>Title I Director's Name:</b><br><b>Darrell Wooden</b>          | <b>Title I Director's Signature:</b> | <b>Date</b><br><b>02/14/2013</b> |

## II. Schools to be Served

### A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.

Using the 2012-2013 Tennessee Priority Schools List (Appendix A), an LEA must identify each Priority school the LEA commits to serve with SIG funds beginning SY 2013-2014 and check (X) the model that the LEA will use in each school. (Add rows as necessary.)

| SCHOOL NAME                  | NCES ID #    | INTERVENTION |         |         |                |
|------------------------------|--------------|--------------|---------|---------|----------------|
|                              |              | turnaround   | restart | closure | transformation |
| Whiteville Elementary School | 470165000550 |              |         |         | x              |
|                              |              |              |         |         |                |
|                              |              |              |         |         |                |
|                              |              |              |         |         |                |
|                              |              |              |         |         |                |
|                              |              |              |         |         |                |

Note: An LEA currently serving nine or more Tier I and Tier II (Cohort 1) schools and Priority (Cohort 2) schools, including both schools that are being served with FY 2009 SIG funds and FY 2010 SIG funds, may not implement the transformation model in more than 50 percent of Priority schools in this application. See section II.A.2(b) of the final requirements.

### B. SCHOOLS THAT THE LEA WILL NOT SERVE:

An LEA must identify each Priority school the LEA will not serve.

| SCHOOL NAME | NCES ID # |
|-------------|-----------|
|             |           |
|             |           |
|             |           |
|             |           |

### III. LEA Descriptive Information

#### A. Comprehensive Needs Assessment

The LEA must demonstrate that it has analyzed the needs of each school in order to select the appropriate intervention model that adequately addresses the needs of the school.

Complete the Comprehensive Needs Assessment portion of the appropriate model template for each Priority school the LEA commits to serve. (Appendix E-Turnaround, Appendix F-Restart, Appendix G, Closure, Appendix H, Transformation)

#### B. LEA Capacity

The LEA is required to indicate its capacity to serve schools by reviewing the areas listed below. Considering each of the listed areas, describe the LEA's capacity to serve Priority schools with school improvement funds.

**1. LEA support to implementation.** How does the process for support and response to SIG schools differ from the support and response to other schools? (e.g.: Innovation Zone (*iZone*) designated to work solely with SIG schools; principals' direct access on a regular basis to the Superintendent/Director of Schools; structure to facilitate a seamless system of support including district SIG staff and areas of curriculum, special populations, student support, human resources, etc.)

**The Director of Schools and the district leadership team have reviewed the SIG grant application and its requirements in an effort to effectively fulfill grant obligations. After reviewing the grant requirements, the district has selected the Transformation Model to meet the needs of Whiteville Elementary School. The model will include the following components: restructuring the administrative team, recruiting and securing a highly effective principal, identifying and removing ineffective teachers currently assigned to Whiteville Elementary School, implementing research-based instructional programming with targeted interventions, and implementing incentives to recruit, recognize, and retain effective staff.**

**Whiteville Elementary School will increase the learning time for students by extending the school day for 30 minutes each day beginning the 2013-2014 school year. In addition, the school will offer Saturday programs, fall and spring break programs, after-school programs, and summer enrichment programs for students to receive intensive academic support and intervention.**

**The LEA will guide the school's implementation, monitoring, and evaluation of the grant. The central office staff will provide intensive curriculum and instructional support throughout implementation to ensure continual use of data. The LEA will continue to provide extensive professional development and implementation of best practices targeted to meet the needs of the school.**

**The process for support and responding to the needs of Whiteville Elementary School will differ greatly from the support and response to other schools in the district. The Director of Schools has developed and will implement a plan whereby the principal of Whiteville Elementary School will have direct contact with the district office on a daily basis. The Director of Schools is assigning the SIG coordinator to be the lead contact between the school and the LEA. The principal of Whiteville Elementary will have direct contact to the Director of Schools and/or the SIG coordinator on a daily basis via personal contact, telephone, or electronic mail. Additionally, the SIG Coordinator will hold biweekly meetings with the principal and school leadership team to review data and support school improvement efforts. The SIG Coordinator will report to the Director of Schools during weekly staff meetings. Any immediate concerns regarding the school will be discussed with the Director of Schools as soon as feasibly possible. Further, the Director of Schools has notified all LEA Directors and Supervisors that Whiteville Elementary School will have top priority over all other schools in the LEA's jurisdiction. The members of the district leadership team include staff members from the following departments: curriculum and instruction, federal programs, special education, finance, and human resources. All members have provided assistance during the process of completing the grant application and will support the implementation of the school improvement grant. In addition, members of the district leadership team will participate in quarterly milestone meetings to review benchmark and school data and evaluate interventions being implemented.**

**The SIG Coordinator will facilitate the meetings and ensure compliance with the requirements of the School Improvement Grant. The Special Education Director will participate in the meetings by addressing specific concerns such as modifications of Individualized Educational Plans, the development of Behavioral Modification Plans or Functional Behavioral Assessments, and questions pertaining referrals to the district Response to Intervention Team regarding students with disabilities. The Director of Student Services will provide assistance with the analysis of data, as well as truancy and attendance concerns. The Director of Teaching and LEA Supervisors will attend the meetings to assist with monitoring of teacher classroom instruction and providing effective professional development opportunities. The team will review benchmark data and make necessary modifications to ensure the school is on target to achieving the annual goals. Teachers will be empowered to take ownership of the data and take charge in implementing positive changes and crucial decision-making within the school.**

**While the services to be provided to Whiteville Elementary School are provided to all schools within the LEAs jurisdiction, Whiteville Elementary School will receive these services at a much greater magnitude, and on a regularly scheduled basis. LEA Instructional Directors and/or Supervisors will participate in a rotating biweekly schedule to visit classrooms to**

**observe teaching practices and instructional strategies employed to ensure fidelity of instruction.**

**2. Commitment to support from relevant stakeholders.** What methods did the LEA use to consult with relevant stakeholders including administrators, teachers, staff, parents, teachers' organization, school board and community on the LEA's application and selection of intervention models in its Priority schools? List the stakeholders involved in the application process, consultation dates, and types of communication.

**The LEA used a variety of methods to consult with stakeholders: LEA and school meetings, e-mail correspondences and meetings with Board members, conference calls and meetings with members of the Tennessee Department of Education (TDOE) and the Southwest Region Center of Regional Excellence (CORE). Members from the district's office included the Director of Schools, Assistant Directors, Curriculum Supervisors, Federal Programs Director, Special Education Director, Finance and Administration Director, and Student Services Director.**

**Meeting dates were as follows: January 18, 23, 24, 28, 29, 30, 31; February 1, 4, 5, 6, 11, 12, 13, 14; March 4, 5, 8, 11, and 12. The LEA participated in a consultation/conference call with the TDOE on January 24, 2013.**

**In an effort to seek commitment to support school improvement efforts, the Director of Schools met with school staff and members of the Hardeman County Education Association to discuss the school's current status and the available options on Tuesday, February 5, 2013. During the meeting, the Director informed the faculty and staff members that the district would apply for a School Improvement Grant and had selected the Transformation Model as the model to meet the needs of the school. Staff members were given the opportunity to ask questions and comment on any concerns.**

**3. LEA SIG leadership.** Describe the LEA School Improvement Grant team that will support and oversee the implementation of selected models and strategies in each of its Priority schools. Include descriptions of credentials, competencies, and responsibilities of any new or existing district staff who will serve SIG schools. One member must be the district's Director of Federal Programs.

**Warner Ross, Director of Schools – 19 years of experience**

**--Certified as a teacher and administrator**

**--Master's degree with endorsement in Administration & Supervision**

**--Career Level I Assistant Principal**

**--Selection of turnaround principal**

**--Work closely with SIG Coordinator, district leadership team, turnaround principal, and school leadership team**

**--Conduct TEAM Administrator Observation for turnaround principal**

**Bobby Doyle, Deputy Director of Schools - 29 years of experience**

- Certified as a teacher and administrator**
- Master's degree with endorsement in Administration & Supervision**
- Career Level I Assistant Principal**
- Assist Director of Schools in the selection of turnaround principal**
- Serve as a mentor for the turnaround principal**
- Work closely with SIG Coordinator, district leadership team, turnaround principal, and school leadership team**

**Darrell Wooden, SIG Coordinator/Director for Federal Programs – 15 years of experience**

- Certified as a teacher and administrator**
- Ed.S. in School Leadership**
- Master's degree with endorsement in Administration & Supervision**
- Lead and support the implementation of the School Improvement Grant**
- Work closely with district leadership team, turnaround principal, and school leadership team**
- Assist the turnaround school in the coordination of federal funds and other resources.**
- Ensure compliance with all mandates of the School Improvement Grant**

**Gene Ross, Director for Teaching and Learning – 38 years of experience**

- Certified as a teacher and administrator**
- Master's + 30 semester hours with endorsement in Administration & Supervision**
- Career Level III Principal**
- Provide assistance in curriculum and instruction**
- Assist with the alignment of professional development to school needs**
- Support the SIG Coordinator and school leadership team by participating in milestone meetings**

**Monica Shaw, Supervisor for Instruction, Early Learning – 12 years of experience**

- Certified as a teacher and administrator**
- Ed.S. in Administration & Supervision**
- Master's with emphasis in Special Education**
- Provide assistance in curriculum and instruction**
- Assist with the alignment of professional development to school needs**
- Support the SIG Coordinator and school leadership team by participating in milestone meetings**

**Steven Gibson, Director of Physical Services – 17 years of experience**

- Certified as teacher and administrator**



- Ed.S. in Administration & Supervision
- Master's in Curriculum & Instruction
- Provide assistance in curriculum and instruction
- Assist with the alignment of professional development to school needs
- Support the SIG Coordinator and school leadership team by participating in milestone meetings

**Dianne Whitaker, Director of Special Education – 26 years of experience**

- certified as teacher and administrator
- Master's degree with emphasis in Special Education
- Provide assistance in curriculum and instruction
- Align professional development
- Support the SIG Coordinator and school leadership team by participating in milestone meetings

**Wendy Mills, Director for Student Services – 34 years of experience**

- Certified as a teacher
- Career Level II Teacher
- Master's degree in Curriculum & Instruction
- Work closely with SIG Coordinator, LEA Instructional Supervisors, Principal, and school leadership team to provide access to all current and relevant data needs

**Lisa Higgs, Director for Finance and Administration**

- Bachelor's degree in Accounting
- Certified Public Accountant licensed in the state of Tennessee since 1987
- Support the SIG Coordinator in the coordination of federal funds and other resources
- Assist the SIG Coordinator to ensure compliance with all mandates of the School Improvement Grant
- Assist the SIG Coordinator to ensure that all local policies and procedures are followed

**4. LEA Federal Grant Office.** What is the LEA's finance office past history in the management of federal grants? Include any audit findings within the past five years. Does the LEA draw down federal funds at least quarterly?

The finance and administration department of the Hardeman County Board of Education consists of four individuals. Assistance is provided by those individuals in the areas of budget preparation, budget amendments, payroll and invoice payments, proper expenditure coding, requests for funds, and production of expenditure reports. The staff also assists in researching and applying various rules and regulations such as bid laws, allowable costs, etc. The department has managed an average of approximately 20 different federal grants/programs annually within the past two years.

**The audit for the Hardeman County Board of Education is performed by the Comptroller of the Treasury of the State of Tennessee. No audit in the previous five years revealed a finding that was reportable under Section 510(a) of OMB Circular A-133. We are also monitored by various state and federal agencies for the different grants/programs.**

**5. Availability of Human Capital.** What is the LEA's strategy for recruitment and selection of effective school leaders, teachers, and staff to work in its lowest performing schools? How will the LEA ensure that only teachers with performance evaluation scores of levels 3, 4, and 5 will be assigned to SIG schools?

**The recruitment and selection process for the staff of Whiteville Elementary School will proceed as follows:**

- **The LEA will develop a Turnaround Principal/Teacher Application and select Interview Committee Members.**
- **Collaborate with universities and participate in career fairs to aid in the recruitment and selection of teacher candidates on an ongoing basis.**
- **Provide compensation for staff for extended school day, after-school programs, Saturday enrichment programs, and additional professional development trainings to impact student learning.**
- **Provide differentiated pay incentives for teachers based on student academic performance.**

**To ensure that only teachers with performance evaluation scores of levels 3, 4, or 5 are assigned to Whiteville Elementary School, the district will require all prospective level 3, 4, and 5 candidates to complete a new teacher application. Teachers with an overall teacher evaluation score of 1 or 2 in the past two years will be ineligible to apply. During the application process, candidates will answer essay questions requiring them to analyze student data and make recommendations and also present a 10-15 minute mini-lesson. Information obtained on teacher applications and responses to essay questions will be scored using a rubric developed by the interview committee. Applicants will be invited to participate in an interview with the principal and interview team based on their rubric score. Upon completion of interviews, the team will select the most effective candidates based on their performance evaluation scores and knowledge of the use of data to improve instruction. The principal will be instrumental throughout the process of interviewing teachers to ensure that no teacher is assigned to Whiteville Elementary School without his or her consent.**

**6. Process for evaluation and removal of ineffective principals, teachers, and staff.** What is the LEA's process for evaluation of teachers, principals, and staff and removal of ineffective principals, teachers, and staff in SIG schools? If **not** removed from the LEA, how will tenured teachers and non-tenured teachers be reassigned?

**The LEA follows state law and local school board policies regarding the removal of ineffective principals, teachers, and staff. The Tennessee Education Acceleration Model (TEAM), the state approved teacher evaluation model, is used extensively to identify teacher performance levels. The TEAM Evaluation Model is combined with other measures such as TVAAS data and achievement scores to determine the teacher's level of effectiveness.**

**In the event the building level principal determines that a teacher is not performing at an acceptable level, additional support and resources will be provided for remediation. The school administrative team will conduct weekly fidelity checks and walkthroughs to monitor teacher and student performance. The district office will meet with the principal quarterly to review and determine if additional support is needed. Teachers will be assigned mentors who will conduct informal walkthrough evaluations at least four times each semester and will meet with his/her assigned teacher at least twice each semester. Using the TEAM evaluation rubric, mentors will assist teachers in meeting the standards of the evaluation rubric to provide more effective teaching strategies in the classroom to increase student performance. Prior to the conclusion of the school year, the principal will meet with the Director of Schools to discuss the teachers' overall yearly performance and determine if further action is necessary regarding the teacher's employment.**

**The principal will be evaluated by the Director of Schools using the TEAM Administrative Model at least twice a year. The Administrator Model combines self-reflection, observation, input of school staff and student data to create a complete picture of the administrator's performance. The Director of Schools maintains the right to replace or reassign the principal.**

**7. Plans for Evaluation/Monitoring of the Grant.** How will the LEA monitor and evaluate progress toward annual goals for student achievement, SIG leading indicators and implementation of interventions?

**In an effort to monitor the implementation of the grant, the LEA will conduct monthly meetings at the school with the principal and leadership team. Using the TDOE Milestone Template, Whiteville Elementary School will participate in quarterly Milestone Visits with the state consultants, SIG Coordinator/Federal Programs Director, school principal, and school leadership team. The focus of both meetings will be to evaluate and monitor student performance, achievement goals, and effectiveness of interventions. Progress will be monitored by using the following benchmarks: Discovery Education, STAR Early Literacy, STAR Reading, STAR Math, report cards, and teacher and student attendance.**

**The LEA district administrators will conduct on-site school walkthrough visits to monitor the implementation of best practices and student progress. The data will be reviewed and discussed with the administrative faculty and staff for the purpose of evaluating the areas of concern and noting areas of strength. The principal will provide quarterly updates regarding the implementation of the grant and overall progress of the school, i.e. benchmark assessment**

**data and teacher evaluation data.**

**8. 3 Year Budget** – Provide an LEA 3-year budget sufficient for full and effective implementation of SIG grants for all schools in the approved application throughout the availability of the funds. Complete Appendix D, *Budget and Budget Justification Template*.

**C. Lack of Capacity:** If the LEA is not applying to serve each Priority school, the LEA must explain why it lacks capacity to serve each Priority school. This must match the table labeled “Schools That the LEA WILL NOT Serve” in section B. The following areas should be addressed:

- The number of Priority schools;
- Access/proximity to higher performing schools (Closure Model);
- Recruiting ability for principals, especially for rural areas (Turnaround and Transformation models);
- EMO/CMO availability and capacity (Restart model);
- Ability to align funding from other sources with grant activities and to ensure sustainability of the reform (Turnaround Model, Restart Model, Transformation Model);
- Operational flexibility (Turnaround Model, Transformation Model); teacher evaluation system (Turnaround Model, Transformation Model).

N/A

**D. Preparation for Implementation of Interventions**

**1. Design and implement interventions consistent with the SIG final requirements.**

Complete the appropriate model template (Appendix E, F, G, H) for each of the Priority schools the LEA will serve with SIG funds.

**2. Recruitment, screening, and selection of external providers, if applicable, to ensure their quality:**

- a. If external providers are to be funded as collaborative partners, describe how the LEA will recruit, screen and select partners to ensure quality. The LEA must demonstrate a rigorous recruiting, screening, and selection process that includes the following:
- A request for information (RFI) or other process for identification of potential providers;
  - A protocol for analysis of the connection between the provider’s experience and the district and each school’s comprehensive needs assessment;
  - A Memorandum of Understanding (MOU) to include a description of the provider’s responsibilities and alignment with each school’s needs, as well as the LEA and provider’s shared accountability for the full and effective implementation of the intervention model and student achievement in the selected school;
  - The LEA’s process for monitoring and oversight of the provider’s services.

N/A

- b. Describe how the LEA will recruit, screen, and select external providers of professional development to ensure their quality.

**The LEA will select external providers of professional development to ensure their quality using the following procedure:**

**Based on the comprehensive needs assessment of Whiteville Elementary School, the SIG Coordinator will collaborate with LEA and the school leadership team to ensure that professional development vendors are providing research-based best practices. The central office staff will thoroughly screen external providers of professional development by researching and reviewing evidence of past performance to determine the effectiveness of programs and interventions. External providers will be required to submit appropriate paperwork, credentials, action plans, and a calendar of activities regarding professional development opportunities. After professional development sessions, LEA supervisors will visit classrooms to conduct fidelity checks observing for the utilization of the research-based best practices obtained during professional development sessions. Data analysis will be a critical contributing factor in measuring the effectiveness of programs and interventions. The school staff will also complete a survey after each professional development opportunity to evaluate the value of the session. Surveys will be reviewed and analyzed to determine overall effectiveness.**

Complete form in Appendix C, External Providers, if applicable, and attach to the application.

Please check appropriate box if Appendix C is attached. ☐ Yes ☒ No

- 3. Alignment of other resources with interventions.** What specific actions will the LEA take to allocate additional funds to its Priority schools to align those funds awarded under 1003(g)? (e.g. State funds, Title I, Part A, Title I 1003(a), Title II, RTTT, etc.) Please note: The LEA may not use SIG funds to supplant funding or services that would be available to its Priority schools in the absence of SIG funds

**The LEA will continue to fund Whiteville Elementary through its general purpose fund which includes BEP funds and local funds such as the local options sales tax and property taxes. Additional funding will be available through federal programs and First to the Top. The LEA will continue to seek and apply for additional state and federal grants.**

**The LEA will employ a full-time assistant principal who will serve in a dual role as a parent advocate and assistant principal. In the role of parent advocate, duties will include serving primarily as a liaison between the school and home by encouraging parents to become more actively involved in their child's education. The advocate will keep open lines of communication with parents and keep them abreast of at-risk students' academic status and behavioral concerns. In the secondary role of assistant principal, duties will include the handling of disciplinary matters and other administrative duties, as assigned by the principal.**

**The LEA will employ a P.E. teacher to ensure that all students receive the minimum 90 minutes of weekly structured physical activities. Whiteville Elementary has not had a P.E. instructor in the past several years, and students have failed to benefit from a regularly scheduled fitness program. The LEA wishes to incorporate GeoFitness, a fitness program that integrates academics and physical activities. This will increase personal success of**

students through learning and fitness activities. Further, it will assist in the social development of students by providing opportunities for self-expression and social interaction, as well as decrease obesity rates of students. This will also allow teaching faculty additional time for meeting in PLCs, collaborating and planning by increasing the number of auxiliary classes offered to students. This will promote fitness and increase student academic achievement.

The district will set aside funds to purchase new technology including BrightLinks, iPads, Elmos, and Promethean boards. This equipment will be used to provide students a classroom environment with multi-sensory, highly engaging, and interactive learning experiences.

Since more than 90% of the students attending WES are from low income families, the district will use Federal funds to provide the faculty and staff with poverty training. This training will provide faculty and staff with an awareness of the issues related to poverty. Since parental involvement in a child's education can influence a child's success in school, the district will provide training opportunities for staff to establish strong parent-teacher partnerships. In addition, Title II-A funds will be set aside specifically for Whiteville Elementary School to provide professional development related to Common Core State Standards. The LEA will also cover the cost of substitute teachers needed during professional development activities occurring during the school day.

The district will realign funds in an effort to employ a math coach who will serve in a dual role of coaching teachers and serving as a math interventionist. In the role of math coach, duties will include providing teachers with instructional strategies and resources that will ensure the school meet and/or exceed its achievement goals. In the role of math interventionist, students in small groups will be provided research based interventions in a computer lab setting. Teachers will be given the opportunity to visit the computer lab to observe the math interventionist working with students identified as Tier II or Tier III.

Middle school students will benefit from the GEAR-UP Program by participating in Summer Bridge Camps, mentoring programs, and tutoring/remediation programs.

There is a strong partnership at Whiteville Elementary School with the churches in the school community. Students attending Whiteville Elementary have participated in a summer program funded with Title IV, 21<sup>st</sup> Century Schools funds. For the past few years, the church organizations have provided funding to expand summer school program hours. The LEA will continue to seek partnerships with community organizations to assist with school improvement efforts at Whiteville Elementary.

- 4. Modification of policies and practices.** Describe existing barriers to full and effective implementation of interventions in Priority schools. What are anticipated barriers? What practices and/or LEA board policies has or will the LEA modify to overcome barriers to the full and effective implementation of intervention models?

**The anticipated barriers to full and effective implementation of the Transformation Model include the following: policies and procedures of the local school board, the extension of instructional time for students and teachers, removal and replacement of current administrative staff, the recruitment and retention of highly effective teachers in all core academic subjects, the removal or reassignment of ineffective teachers, and parent and community support for the implementation of the Transformation Model.**

**The Director of Schools has met with school board members representing the school community and provided the specific details of the School Improvement Grant Application.**

- a. Provide the name of School Improvement Grant Coordinator or other person who will address policy and procedural barriers throughout the implementation of the grant. Darrell Wooden
- b. Date of review and status of LEA board policy. Board Meeting - February 14, 2013 – School board voted and approved for LEA to apply for School Improvement Grant.
- c. Date of review and status of LEA practices or procedures. Board Meeting – March 14, 2013

**The LEA has reviewed its practices and/or procedures to ensure effective implementation of the Transformation Model at Whiteville Elementary School. On March 14, 2013, during a regularly scheduled Board Meeting, the Director of Schools provided school board members with an update regarding the requirements of the School Improvement Grant and informed them of the necessity to provide flexibility in meeting the needs of the school i.e. staffing, extended day schedule, curriculum needs. The Hardeman County Schools is committed to the effective implementation of the School Improvement Grant. Meetings will be on-going with the Director of Schools, SIG Coordinator, school board members, and district leadership team to address barriers and modify procedures throughout program implementation.**

## **5. Sustainability**

- a. What additional funding resources will the LEA allocate to its Priority schools, including but not limited to federal, state, and local education funds. (e.g., Title I, state and/or other federal grant funding). Please note: The LEA may not use SIG funds to supplant funding or services that would be available to its Priority schools in the absence of SIG funds.

**The Hardeman County Schools General Purpose Budget will continue to support the operation of Whiteville Elementary School. Additional funding will result from our federal programs, FttT funding, and 21<sup>st</sup> CCLC funding. As grant opportunities and community resources may become available, the district will ensure that the needs of Whiteville Elementary School receive top priority. The LEA will continue to seek**

**partnerships with community organizations to assist with school improvement efforts at Whiteville Elementary School.**

**The LEA is currently participating in the last year of funding for a 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) grant. We will be reapplying for a new grant in late March for the 2013-2014 school year. While Whiteville Elementary School is one of four schools in the LEA participating in the 21<sup>st</sup> CCLC grant, the LEA will ensure that Whiteville Elementary School receives substantial funding for after-school programming, Saturday School, and academic enrichment.**

**The LEA recently applied for a Ten Thousand Dollar (\$10,000) 21<sup>st</sup> Century Community Learning Center One Time Supplemental Grant. This additional funding will be used for evening tutoring and Saturday school with a primary focus on Common Core State Standards in Math and English Language Arts (ELA) for 3<sup>rd</sup> and 7<sup>th</sup> grades (Focus Grades identified through Race to the Top). All students in grades 3-8 will be encouraged to participate. Since Whiteville Elementary School is identified as a Priority School, it was identified by the LEA as the only participating 21<sup>st</sup> CCLC school in which the LEA applied for the one time supplemental grant funds. We are awaiting news regarding the status of this application.**

- b. How will the LEA sustain the reforms in its Priority schools after the period of SIG funding has expired? Include additional measures that it will take to continue reform after the life of the grant.

**The administrator, instructional facilitator, and teachers will oversee the implementation of best practices acquired over the 3-year grant period. At the conclusion of the grant period, the district will continue to provide support for the staff by using the “train-the-trainer” model as a result of job-embedded, school based professional development to train all staff members. It is the intent of the LEA to support the school leadership team and the intervention initiatives with other funding sources such as Title I and Title II-A funds to support targeted initiatives and to provide rigorous sustained professional development. The focus of the train-the-trainer model will be to build a toolkit of strategies for teachers designed to promote critical thinking skills, multi-step word problems, and integration of writing in all content area subjects. Faculty attending professional development trainings will be required to come back and share instructional best practices with colleagues. Sessions will be interactive with participants engaged in the learning process. These sessions will occur within two weeks of attending a professional development activity and will have follow-up activities including reflective practices which will be discussed during weekly PLC meetings.**

- c. How will the LEA gather and share effective practices from the schools receiving SIG funds with other low-performing schools within the LEA?



**Whiteville Elementary School will serve our district as a model for the dissemination of effective school improvement strategies. The school will serve as an example for school transformation strategies, allowing other school leaders within the district to benefit from the development and implementation of effective strategies in their school. Opportunities will be provided through professional development sessions and other leadership meetings to share best practices. The data experts from both the LEA and the school will use formative assessments, along with assistance from the Tennessee Department of Education Southwest Region's Center of Regional Excellence (CORE) data specialist, to assist schools in "fine tuning" the data for meaningful results. The CORE data specialist will provide in depth training to faculty members on how to use data in alignment with the school's curricular goals.**

**Whiteville Elementary School will serve as a model school for the LEA. All schools within in the LEA will benefit from the expertise of the teaching faculty and the sharing of best practices. Additionally, local schools will be given the opportunity twice a year during scheduled Professional Development Days to engage in Professional Learning Communities (PLCs) with the staff of Whiteville Elementary in grade levels for horizontal and vertical collaborations to share teaching strategies, lesson plans, and best practices. The district's instructional supervisors will oversee implementation of the PLCs. An open line of communication will be maintained between the principal of Whiteville Elementary and other school administrators in order to share and promote effective instructional strategies and tactics that impact a positive school culture. Principals will participate in monthly meetings by working together to review and analyze data in an effort to improve their school's overall academic performance.**

## **6. Development of Systems for Collection of SIG Data**

How will the district collect formative and summative student achievement data and the SIG leading indicator data? How will the LEA report findings/results to relevant stakeholders and the public?

**The district will collect formative and summative achievement data and SIG leading indicator data for Whiteville Elementary and report results to stakeholders in the community. After analyzing the results of formative and summative assessments and SIG leading indicator data, the LEA will report results to relevant stakeholders by means of the district website, newspaper articles, and newsletters. The Director of Schools will also report findings to local school board members and county commissioners.**

**Formative Assessments**

**STAR Early Literacy, STAR Reading, STAR Math, and Discovery Education will serve as formative assessments at Whiteville Elementary School. These formative assessments will be used for benchmark testing and will provide teachers with explicit feedback regarding their students' performance. Teachers will use results from these assessments to identify students' needs and guide instructional decisions.**

**Summative Assessments**

**Students will participate in annual state-mandated summative assessments to measure performance in reading/language arts, math, science, social studies, and writing. The summative assessments will provide the school staff with an overall analysis of the school's performance based on student achievement.**

**Attendance and Behavior Data**

**Student attendance and behavior data will be monitored through the district's student data system. Reports will be analyzed and appropriate interventions will be provided.**